



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2009
Code: 11491389
SAU: Scarborough School Department
School: Scarborough Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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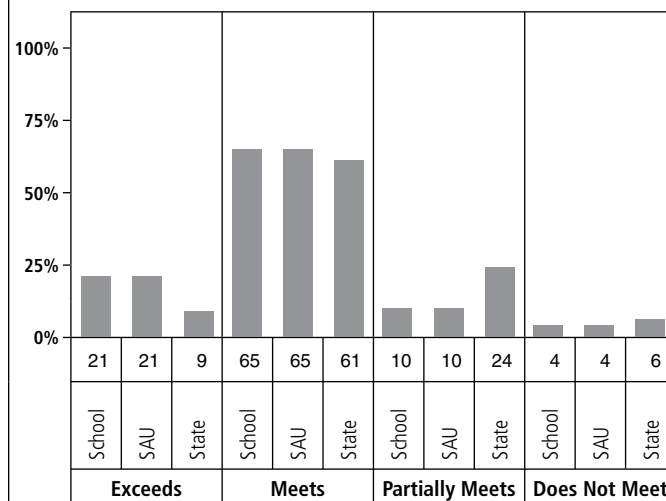
SUMMARY OF SCORES

Test Date: March 2009
Grade: 6
SAU: Scarborough School Department
School: Scarborough Middle School

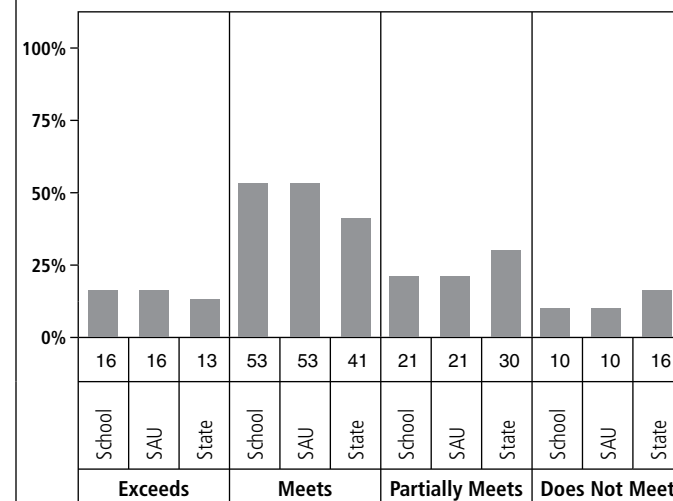
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	652	652	646
2007–2008	653	653	648
2008–2009	652	652	647
Cum. Avg.*	652	652	647
Mathematics			
2006–2007	649	649	643
2007–2008	646	646	642
2008–2009	648	648	643
Cum. Avg.*	648	648	643

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 6
SAU: Scarborough School Department
School: Scarborough Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	251	100	251	100	14251	100	249	99	249	99	14150	99	249	99	249	99	14156	100						
Ethnicity African American/Black	5	2	5	2	421	3	5	100	5	100	412	98	5	100	5	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	7	3	7	3	212	1	7	100	7	100	210	99	7	100	7	100	212	100						
Hispanic	3	1	3	1	181	1	3	100	3	100	177	98	3	100	3	100	178	99						
Caucasian/White	236	94	236	94	13309	93	234	99	234	99	13224	100	234	99	234	99	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	29	12	29	12	2468	17	28	97	28	97	2423	99	28	97	28	97	2426	99						
Current LEP	2	1	2	1	341	2	2	100	2	100	330	97	2	100	2	100	338	99						
Economically disadvantaged	26	10	26	10	5780	41	25	96	25	96	5724	99	25	96	25	96	5725	99						
Migrant	0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	208	83	208	83	11369	80	207	82	207	82	11373	80						
Identified disability (PET/IEP)	3	1	3	1	355	3	2	1	2	1	371	3						
LEP	1	0	1	0	167	1	1	0	1	0	170	1						
504 plan	5	2	5	2	172	2	5	2	5	2	175	2						
Participation with accommodations	39	16	39	16	2594	18	40	16	40	16	2605	18						
Identified disability (PET/IEP)	23	59	23	59	1881	73	24	60	24	60	1877	72						
LEP	1	3	1	3	155	6	1	3	1	3	161	6						
504 plan	3	8	3	8	74	3	3	8	3	8	71	3						
Other	12	31	12	31	519	20	12	30	12	30	532	20						
Participation through alternate assessment (PAAP)	2	1	2	1	187	1	2	1	2	1	178	1						
Identified disability (PET/IEP)	2	100	2	100	187	100	2	100	2	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	26	0	0	0	0	0	25	0						
Non-participation – other	2	1	2	1	75	1	2	1	2	1	70	0						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 6
SAU: Scarborough School Department
School: Scarborough Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	46	18	46	18	1132	8
	2007-2008	52	18	52	18	1817	13
	2008-2009	52	21	52	21	1309	9
	Cum. Total*	150	19	150	19	4258	10
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	166	64	166	64	8127	57
	2007-2008	187	66	187	66	8072	57
	2008-2009	160	65	160	65	8564	61
	Cum. Total*	513	65	513	65	24763	59
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	33	13	33	13	3549	25
	2007-2008	39	14	39	14	3194	23
	2008-2009	25	10	25	10	3291	24
	Cum. Total*	97	12	97	12	10034	24
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	13	5	14	5	1478	10
	2007-2008	4	1	4	1	981	7
	2008-2009	10	4	10	4	799	6
	Cum. Total*	27	3	28	4	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.9	67.7	37.9	67.7	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	13.1	65.5	13.1	65.5	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.8	68.9	24.8	68.9	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	247	52	21	160	65	25	10	10	4	652	247	21	65	10	4	652	13963	9	61	24	6	647
Ethnicity																						
African American/Black	4										4						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	7	3	43	3	43	1	14	0	0	656	7	43	43	14	0	656	206	18	56	20	6	649
Hispanic	3										3						174	5	55	33	7	644
Caucasian/White	233	48	21	152	65	23	10	10	4	652	233	21	65	10	4	652	13055	9	62	23	5	647
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	9	35	8	31	9	35	635	26	0	35	31	35	635	2236	1	30	48	22	637
No	221	52	24	151	68	17	8	1	0	654	221	24	68	8	0	654	11727	11	67	19	3	649
Current LEP																						
Yes	2										2						322	2	39	37	21	638
No	245	51	21	160	65	24	10	10	4	652	245	21	65	10	4	652	13641	10	62	23	5	647
Economically disadvantaged																						
Yes	25	3	12	17	68	4	16	1	4	649	25	12	68	16	4	649	5617	4	54	33	9	643
No	222	49	22	143	64	21	9	9	4	653	222	22	64	9	4	653	8346	13	66	17	3	650
Migrant																						
Yes	0										0						4					
No	247	52	21	160	65	25	10	10	4	652	247	21	65	10	4	652	13959	9	61	24	6	647
Gender																						
Female	129	40	31	72	56	12	9	5	4	654	129	31	56	9	4	654	6743	13	63	20	4	649
Male	118	12	10	88	75	13	11	5	4	650	118	10	75	11	4	650	7220	6	60	27	7	645
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1408	4	41	43	12	641
No	247	52	21	160	65	25	10	10	4	652	247	21	65	10	4	652	12555	10	64	21	5	648
Gifted/talented program																						
Yes	13	5	38	8	62	0	0	0	0	662	13	38	62	0	0	662	636	39	59	2	0	659
No	234	47	20	152	65	25	11	10	4	652	234	20	65	11	4	652	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	2	100	627	1	0	0	0	100	627	6	5	47	32	16	642
B. less than one hour	48	24	20	76	64	13	11	5	4	652	48	20	64	11	4	652	59	9	62	24	5	647
C. one to two hours	48	24	20	81	68	11	9	3	3	653	48	20	68	9	3	653	32	11	64	21	4	648
D. more than two hours	3	4	50	3	38	1	13	0	0	654	3	50	38	13	0	654	3	10	50	26	13	644
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	19	30	39	61	4	6	2	3	656	26	30	61	6	3	656	31	17	66	14	3	651
B. good	58	28	20	98	69	13	9	4	3	652	58	20	69	9	3	652	48	8	64	23	5	647
C. fair	15	5	13	21	55	8	21	4	11	647	15	13	55	21	11	647	18	2	48	40	10	641
D. poor	1	0	0	2	100	0	0	0	0	647	1	0	100	0	0	647	2	1	34	47	18	638
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	39	25	26	67	69	3	3	2	2	655	39	26	69	3	2	655	38	13	65	18	3	650
B. They match some of what I have learned.	51	20	16	82	65	18	14	6	5	651	51	16	65	14	5	651	49	8	63	24	5	647
C. They match just a little of what I have learned.	8	6	32	8	42	4	21	1	5	649	8	32	42	21	5	649	10	5	48	36	11	642
D. There is no match.	2	1	20	3	60	0	0	1	20	644	2	20	60	0	20	644	3	3	35	38	24	639
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	9	4	18	14	64	2	9	2	9	651	9	18	64	9	9	651	16	7	52	30	11	644
B. about the same as my regular schoolwork	70	32	18	114	66	21	12	6	3	651	70	18	66	12	3	651	66	10	64	22	4	648
C. easier than my regular schoolwork	21	15	29	32	63	2	4	2	4	655	21	29	63	4	4	655	17	11	61	22	5	648
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	6	50	2	17	4	33	639	5	0	50	17	33	639	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	53	17	13	87	68	20	16	4	3	650	53	13	68	16	3	650	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	42	35	34	64	62	2	2	2	2	657	42	34	62	2	2	657	35	16	67	14	3	651
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	49	24	20	78	64	16	13	3	2	652	49	20	64	13	2	652	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	49	28	23	78	64	9	7	7	6	652	49	23	64	7	6	652	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	4	100	0	0	0	0	655	2	0	100	0	0	655	3	3	53	29	15	642
How much time do you spend reading at home each day?																						
A. more than one hour	22	18	33	32	59	1	2	3	6	656	22	33	59	2	6	656	23	15	65	16	4	650
B. 20 minutes to an hour	55	23	17	91	67	18	13	3	2	652	55	17	67	13	2	652	49	10	64	22	4	648
C. less than 20 minutes	14	8	23	23	66	2	6	2	6	651	14	23	66	6	6	651	11	6	58	29	7	645
D. I rarely read at home.	9	3	13	14	61	4	17	2	9	647	9	13	61	17	9	647	17	2	51	36	11	642
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	626	100	0	0	0	100	626						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 6
SAU: Scarborough School Department
School: Scarborough Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	50	19	50	19	2092	15
	2007-2008	27	10	27	10	1474	10
	2008-2009	39	16	39	16	1807	13
	Cum. Total*	116	15	116	15	5373	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	131	51	131	50	5731	40
	2007-2008	147	52	147	52	6008	43
	2008-2009	130	53	130	53	5662	41
	Cum. Total*	408	52	408	52	17401	41
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	60	23	60	23	4175	29
	2007-2008	88	31	88	31	4244	30
	2008-2009	53	21	53	21	4219	30
	Cum. Total*	201	26	201	25	12638	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	18	7	19	7	2308	16
	2007-2008	20	7	20	7	2346	17
	2008-2009	25	10	25	10	2290	16
	Cum. Total*	63	8	64	8	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	34.2	61.1	34.2	61.1	30.6	54.6
A. Number	18	32	11.3	62.8	11.3	62.8	10.3	57.2
B. Data	12	21	6.8	56.7	6.8	56.7	6.6	55.0
C. Geometry	14	25	8.5	60.7	8.5	60.7	7.3	52.1
D. Algebra	12	21	7.5	62.5	7.5	62.5	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	247	39	16	130	53	53	21	25	10	648	247	16	53	21	10	648	13978	13	41	30	16	643
Ethnicity																						
African American/Black	4										4						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	7	1	14	5	71	1	14	0	0	653	7	14	71	14	0	653	208	18	47	23	12	647
Hispanic	3										3						175	5	31	41	23	638
Caucasian/White	233	38	16	120	52	50	21	25	11	648	233	16	52	21	11	648	13063	13	41	30	16	643
Not Reported	0										0						0					
Identified disability																						
Yes	26	0	0	5	19	7	27	14	54	628	26	0	19	27	54	628	2248	3	18	33	46	629
No	221	39	18	125	57	46	21	11	5	650	221	18	57	21	5	650	11730	15	45	30	11	646
Current LEP																						
Yes	2										2						331	3	22	35	40	631
No	245	39	16	128	52	53	22	25	10	648	245	16	52	22	10	648	13647	13	41	30	16	643
Economically disadvantaged																						
Yes	25	0	0	11	44	10	40	4	16	640	25	0	44	40	16	640	5620	6	33	37	25	637
No	222	39	18	119	54	43	19	21	9	649	222	18	54	19	9	649	8358	18	45	26	11	647
Migrant																						
Yes	0										0						4					
No	247	39	16	130	53	53	21	25	10	648	247	16	53	21	10	648	13974	13	41	30	16	643
Gender																						
Female	129	17	13	68	53	29	22	15	12	647	129	13	53	22	12	647	6738	12	40	32	16	642
Male	118	22	19	62	53	24	20	10	8	649	118	19	53	20	8	649	7240	14	41	29	16	644
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1410	3	24	41	32	634
No	247	39	16	130	53	53	21	25	10	648	247	16	53	21	10	648	12568	14	42	29	15	644
Gifted/talented program																						
Yes	13	10	77	3	23	0	0	0	0	669	13	77	23	0	0	669	637	65	32	3	0	665
No	234	29	12	127	54	53	23	25	11	647	234	12	54	23	11	647	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 6
 SAU: Scarborough School Department
 School: Scarborough Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	1	0	0	0	0	0	0	2	100	617	1	0	0	0	100	617	6	7	32	28	32	636
B. less than one hour	48	21	18	59	50	26	22	12	10	649	48	18	50	22	10	649	59	13	41	30	16	643
C. one to two hours	48	17	14	67	56	25	21	10	8	648	48	14	56	21	8	648	32	14	41	31	14	644
D. more than two hours	3	1	13	4	50	2	25	1	13	644	3	13	50	25	13	644	3	11	31	33	26	639
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	32	24	30	46	58	9	11	1	1	656	32	30	58	11	1	656	30	27	45	18	9	651
B. good	48	14	12	61	52	28	24	15	13	646	48	12	52	24	13	646	46	9	45	31	15	643
C. fair	18	1	2	20	44	16	36	8	18	639	18	2	44	36	18	639	20	2	29	43	26	635
D. poor	2	0	0	3	75	0	0	1	25	643	2	0	75	0	25	643	4	1	15	46	38	630
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	23	11	19	33	58	8	14	5	9	651	23	19	58	14	9	651	35	18	42	27	13	646
B. They match some of what I have learned.	63	26	17	79	51	38	25	12	8	648	63	17	51	25	8	648	50	11	43	31	15	643
C. They match just a little of what I have learned.	14	2	6	17	50	7	21	8	24	641	14	6	50	21	24	641	13	8	31	36	26	638
D. There is no match.	0	0	0	1	100	0	0	0	0	648	0	0	100	0	0	648	3	5	16	27	51	628
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	46	13	12	59	53	26	23	14	13	646	46	12	53	23	13	646	32	7	40	34	20	640
B. about the same as my regular schoolwork	48	17	15	62	53	27	23	11	9	648	48	15	53	23	9	648	56	13	42	30	15	644
C. easier than my regular schoolwork	7	9	53	8	47	0	0	0	0	661	7	53	47	0	0	661	12	31	36	20	13	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	18	14	64	50	31	24	14	11	647	52	14	50	24	11	647	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	47	20	17	64	56	22	19	9	8	650	47	17	56	19	8	650	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	2	1	25	1	25	0	0	2	50	638	2	25	25	0	50	638	4	12	28	32	28	638
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	4	0	0	5	50	2	20	3	30	637	4	0	50	20	30	637	6	8	29	29	34	635
B. 30–45 minutes	76	29	15	105	56	38	20	16	9	649	76	15	56	20	9	649	33	10	37	34	19	641
C. 45–60 minutes	19	10	22	19	41	13	28	4	9	649	19	22	41	28	9	649	45	15	44	29	12	645
D. more than 60 minutes	1	0	0	1	33	0	0	2	67	630	1	0	33	0	67	630	16	15	41	28	16	644
How often do you use calculators in mathematics class?																						
A. almost every day	17	10	23	24	56	7	16	2	5	653	17	23	56	16	5	653	9	14	35	29	22	641
B. two or three days a week	27	10	15	44	66	10	15	3	4	650	27	15	66	15	4	650	26	15	40	30	16	644
C. two or three times each month	25	9	15	36	59	9	15	7	11	648	25	15	59	15	11	648	31	13	43	30	14	644
D. never or almost never	31	10	13	26	34	27	36	13	17	643	31	13	34	36	17	643	34	11	40	31	18	642
How often do you use hands-on materials in mathematics class?																						
A. almost every day	7	5	29	5	29	5	29	2	12	649	7	29	29	29	12	649	17	8	35	33	24	639
B. two or three days a week	19	5	10	26	54	11	23	6	13	646	19	10	54	23	13	646	28	13	42	30	15	643
C. two or three times each month	41	15	15	57	56	21	21	9	9	648	41	15	56	21	9	648	31	15	43	30	13	645
D. never or almost never	32	14	18	42	53	16	20	8	10	648	32	18	53	20	10	648	23	14	39	30	17	643
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	100	0	0	0	0	0	0	1	100	626	100	0	0	0	100	626						

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